

FACULTY DEVELOPMENT NEWSLETTER

APRIL 2011

Faculty Development Opportunities – Summer 2011

Two extended workshops will be offered during intersession week—*i>clicker Boot Camp* and *Technology Tool Belt Training—Google Documents*.

Case in Point Faculty Development Series

ITAS is pleased to announce a new series of faculty development activities that focus on learning technologies.

Faculty Spotlight

Recipients of the 2011-12 Excellence in Teaching Award.

The Bookshelf

A summer reading list edition.

Event Spotlight

Faculty Panel: Assessing Student Learning in Online Courses

ITAS Colloquia Series

Nanomaterials: The Chemistry Perspective, Tykhon Zubkov

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Ideas from IT

Ramp it Up! – ideas for updating your PowerPoint presentations.

Upcoming Events

Workshops, seminars, and trainings throughout the month of April

Innovation in Teaching, Assessment, & Scholarship

www.bsu.edu/itas

Faculty Development Opportunities – Summer 2011

Innovation in Teaching, Assessment, & Scholarship is sponsoring two workshop series during intersession week 2011.

i>clicker Boot Camp

May 9-11, 2011

9 am – 12 noon, TC 412

Facilitator: Angela Nickoli (Criminal Justice and Criminology)

This three day, intensive hands-on workshop is geared toward preparing you to integrate i>clicker into your fall classes. In addition to exploring your current pedagogical techniques, we will help you explore other ways to expand your teaching tool box and increase student interaction and retention in your courses.



Topics will include:

- Developing questions for small and large classes
- Re-tooling lectures for the first few weeks of classes
- Increasing communication and dialogue in your courses
- Developing techniques for a smooth first week
- Modifying your syllabus

Workshop Agenda

Monday, May 9, 2011 **i>clicker Hardware and Software**

- i>clicker hardware and software setup for your courses
- Using i>clicker with Web Gradebook
- Using i>clicker with Blackboard
- Examining lecture style

Tuesday, May 10, 2011 Course analysis—Where can i>clicker fit in?

- Analysis of in-class/out of class assessments
- Analysis of examinations/quizzes
- Retooling lectures
- Development of in-class exercises and questions
- Development of presentation techniques/student preparation

Wednesday, May 11, 2011 i>clicker Integration & the Final Touches

- Syllabus development
- Early student outreach
- Presentation/sharing of question bank

If you are new to i>clicker and need to request an instructor kit (base station and software), please indicate that in the comment box when you register for the workshop.

This workshop is designed for those faculty members who are planning to use i>clicker beginning fall 2011. If you are unfamiliar with clickers and want to learn more about this technology before you commit to this workshop, please visit Innovation in Teaching, Assessment, & Scholarship's [i>clicker web page](#) for an overview, and/or Angela Nickoli, our i>clicker Support Fellow, for more information.

Technology Tool Belt Training – Google Documents

May 10-12, 2011

8:30 am – 11:30 am, TC 411

Facilitator: Kathryn Shafer (Mathematical Sciences)

This three day, intensive hands-on workshop will begin to prepare you to integrate various Google Documents into your teaching or scholarly work. Learn how to create, save, and “share” documents, presentations, surveys and spreadsheets in a virtual environment.

Learn how to virtually “collect” and assess artifacts authored by your students. Because



Google Documents live on the Internet, the format is MAC/PC compatible, files are never lost, and changes are archived.

Workshop Agenda

Tuesday, May 10, 2011 The student side of Google Documents

- Create an artifact (text file, spreadsheet, presentation, or survey)
- Communicate via two formats from within the artifact
- Communicate via Google Talk or a Google Group

Wednesday, May 11, 2011 The teacher side of Google Documents

- Practice assessment and feedback techniques using comments, color, and rubrics
- Learn about the different “share” level settings to push documents to the Internet
- Review archived versions to check the time stamp or recover previous changes.

Thursday, May 12, 2011 Your next steps with Google Documents

- Spend time outlining an individual project for your classroom or research team
- Form a learning community including folks in this training event
- Advanced topics: Google Calendar, Google Website, iGoogle or Google Reader

Please comment on your current use of Google Documents and rate your technology experience level (novice, moderate low, moderate high, or advanced) in the comment box when you register.

This training is designed for those faculty members who want to learn more about how to create and use the main products within Google Docs – text files, presentations, and spreadsheets. If you are unfamiliar with Google Documents and want to learn more about this technology before you commit to this workshop, please check out the following links.

[Introducing a new Google Docs](#)

[A day in my life with Google Docs](#) by Kathy Shafer

Questions? Contact [ITAS](#) at 285-1763.

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Case in Point Faculty Development Series

Yasemin Tunc

Director of Learning Technologies Consulting & Support
Innovation in Teaching, Assessment, & Scholarship



ITAS is pleased to announce a new series of faculty development activities that focus on learning technologies. The goal of the Case in Point series is to highlight one technology tool in a quick presentation format and to facilitate the discussion of its potential uses in face-to-face, blended or online classrooms. These presentations will feature a faculty member to discuss the pedagogical value of the tool and a technologist to demonstrate the “how to” component. Attendees will leave the presentation with reference materials.

The first two Case in Point sessions are scheduled for April 2011. On Wednesday, April 6th at 3:00 PM, Dr. Mellisa Holtzman, Sociology, will discuss **SafeAssign**, the text-matching tool within Blackboard and how she uses it to teach her students proper citation in their writing. On Wednesday, April 20th at 3:00 PM, Ms. Elizabeth Nesbitt, English, will discuss **Pronto**, the instant messaging tool within Blackboard and how it helped her teach her class on a snowy day.

All Case in Point sessions will be held at 3:00 PM on Wednesdays through fall and spring semesters. Interested faculty members can register through the bi-weekly email announcement, through the [technology training website](#), or through the [ITAS Workshops](#) web page.

If you would like to participate in a future Case in Point session as a presenter, please contact [Yasemin Tunc](#) at 285-5902.

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FACULTY SPOTLIGHT

Excellence in Teaching Award 2011-2012

Provost Terry King and Innovation in Teaching, Assessment, and Scholarship (ITAS) are pleased to announce the recipients of the 2011-2012 Excellence in Teaching Award.

This year's recipients and Dream Courses are



OLIVER JENKINS, Assistant Professor

Department of Mathematical Sciences

Case Study Analyses of Effective Mathematics Teaching

Case studies of mathematics teaching are systematically analyzed by pre-service teachers to ascertain instructional practices that advance student learning. Identified practices are then incorporated into collaboratively planned lesson activities that are implemented in a peer-teaching lab, evaluated against established criteria, and then revised in accordance with the feedback received.



LYNN STALEY, Professor

Department of Elementary Education

Education for Local/Global Citizenship: From Caring and Concern to Contribution

Promoting citizenship in the PK-6 curriculum is no longer an option. If we want to promote social responsibility, we must start early. *Education for Local/Global Citizenship* (ELGC) is an essential component of the 21st Century Skills needed by our children today to prepare them for tomorrow. Therefore, this Dream course will combine theory and practice as university students explore the fundamentals of ELGC and then apply that knowledge by facilitating service projects in both a local PDS site and a school in Makutano, Kenya. The final outcome is to empower *children* for advocacy.



CHRISTOPHER THOMPSON, Professor

Department of History

Fostering Global Citizenship and Meeting the Challenges of the 21st Century

Solving the greatest crises facing humanity in the twenty-first century—for example, climate change, terrorism, cultural and religious conflicts, pollution, pandemics, and the unevenly distributed benefits of economic globalization—requires forging “global citizens” who understand the historical and natural forces that have shaped our world and the challenges we confront today. In this course, students will examine the key factors that have contributed to twenty-first-century crises and develop a broad range of possible solutions, including initiatives by non-governmental organizations, international inter-governmental organizations, national and local governments, and grass-roots groups. This course will help to prepare and motivate students for a lifetime of active, responsible, and informed global citizenship.

The Excellence in Teaching Award (ExIT) is the recognition of some of our most creative and deserving faculty for their roles as teachers in Ball State University classrooms. Each year students are asked to nominate Ball State teachers for their expertise, dedication, and talent in the classroom. Students use Blackboard to nominate teachers who have made a significant difference in their lives as students. When nominations are completed, after two weeks in December, the top vote getters move on to a second round where a selection committee, comprised of past ExIT award winners and students, choose up to three winners. The selection committee bases the decision on a written Dream Course proposal and an interview. Each recipient receives a plaque at the Fall Faculty Meeting, a monetary award, and a faculty development stipend. Each faculty member's academic department also receives a monetary award. Most of all, the faculty recipients are provided a chance to teach a personally designed Dream Course. The Dream Course is based on creative, non discipline-specific learning experiences.

Each recipient will present a session about the creation and implementation of their dream course during the 2012 ITAS Colloquia Series. For a complete list of past ExIT recipients, go to our Excellence in Teaching Award page.

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THE BOOKSHELF

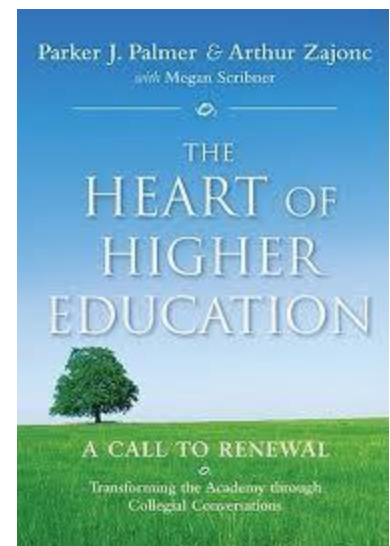
SUMMER EDITION

In the event you have a bit more time on your hands, here are several selections that you may find of interest.

The Heart of Higher Education: A Call to Renewal— Transforming the Academy through Collegial Conversations

Palmer, Parker J., and Arther Zajonc. *The Heart of Higher Education: A Call to Renewal – Transforming the Academy through Collegial Conversations*. San Francisco, CA: Jossey-Bass, 2010.

“How can higher education become a more multidimensional enterprise, one that draws on the full range of human capacities for knowing, teaching, and learning; that bridges the gaps between the disciplines; that forges stronger links between knowing the world and living creatively in it, in solitude and community?” (p. 2)



From Parker Palmer, best-selling author of *The Courage to Teach*, and Arthur Zajonc, professor of physics at Amherst College and director of the academic program of the Center for Contemplative Mind in Society, comes this call to revisit the roots and reclaim the vision of higher education. *The Heart of Higher Education* proposes an approach to teaching and learning that honors the whole human being—mind, heart, and spirit—an essential integration if we hope to address the complex issues of our time. The book offers a rich interplay of analysis, theory, and proposals for action from two educators and writers who have contributed to developing the field of integrative education over the past few decades.

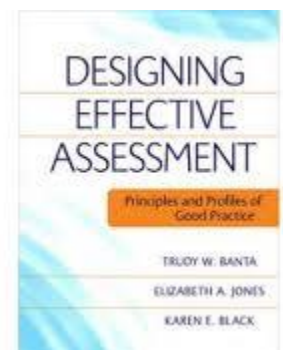
- Presents Parker Palmer's powerful response to critics of holistic learning and Arthur Zajonc's elucidation of the relationship between science, the humanities, and the contemplative traditions
- Explores ways to take steps toward making colleges and universities places that awaken the deepest potential in students, faculty, and staff
- Offers a practical approach to fostering renewal in higher education through collegiality and conversation

The Heart of Higher Education is for all who are new to the field of holistic education, all who want to deepen their understanding of its challenges, and all who want to practice and promote this vital approach to teaching and learning on their campuses.

from wiley.com

Designing Effective Assessment: Principles and Profiles of Good Practice

Banta, Trudy, Jones, Elizabeth A., and Karen E. Black. *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco, CA: Jossey-Bass, 2009.



“Effective assessment doesn’t just happen. It emerges over time as an outcome of thoughtful planning, and in the spirit of continuous improvement, it evolves as reflection on the processes of implementing and sustaining assessment suggests modifications.” p. 3

Fifteen years ago Trudy Banta and her colleagues surveyed the national landscape for the campus examples that were published in the classic work *Assessment in Practice*. Since then, significant advances have occurred, including the use of technology to organize and manage the assessment process and increased reliance on assessment findings to make key decisions aimed at enhancing student learning. Trudy Banta, Elizabeth Jones, and Karen Black offer 49 detailed current examples of good practice in planning, implementing, and sustaining assessment that are practical and ready to apply to new settings. This important resource can

help educators put in place an effective process for determining what works and which improvements will have the most impact in improving curriculum, methods of instruction, and student services on college and university campuses.

from josseybass.com

Teaching Digital Natives: Partnering for Real Learning

Prensky, Marc. *Teaching Digital Natives: Partnering for Real Learning*. Thousand Oaks, CA: Corwin, 2010.

“The key change and challenge for all 21st century teachers is to become comfortable not with the details of new technology, but rather with a different and better kind of pedagogy: partnering.” p. 3

Students today are growing up in a digital world. These "digital natives" learn in new and different ways, so educators need new approaches to make learning both real and relevant for today's students.



Marc Prensky, who first coined the terms "digital natives" and "digital immigrants," presents an intuitive yet highly innovative and field-tested partnership model that promotes 21st-century student learning through technology. Partnership pedagogy is a framework in which:

- Digitally literate students specialize in content finding, analysis, and presentation via multiple media
- Teachers specialize in guiding student learning, providing questions and context, designing instruction, and assessing quality
- Administrators support, organize, and facilitate the process schoolwide
- Technology becomes a tool that students use for learning essential skills and "getting things done"

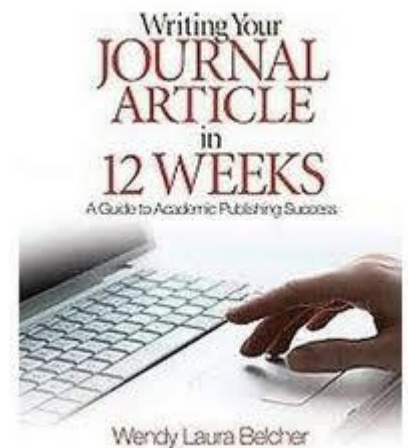
With numerous strategies, how-to's, partnering tips, and examples, *Teaching Digital Natives* is a visionary yet practical book for preparing students to live and work in today's globalized and digitalized world.

from corwin.com

Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success

Belcher, Wendy Laura. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: Sage, 2009.

“I firmly believe that revision is the heart of good writing and that many scholars are unpublished not because they have bad ideas, but because they have never learned how to improve their drafts. This workbook focuses on revision as a key to publication.” p. xiii



Wendy Laura Belcher's *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* is a revolutionary approach to enabling academic authors to overcome their anxieties and produce the publications that are essential to succeeding in their fields. Each week, readers learn a particular feature of strong articles and work on revising theirs accordingly. At the end of twelve weeks, they send their article to a journal. This invaluable resource is the only guide that focuses specifically on publishing humanities and social science journal articles.

KEY FEATURES

- *Has a proven record of helping graduate students and professors get published:* This workbook, developed over a decade of teaching scholarly writers in a range of disciplines at UCLA and around the world, has already helped hundreds to publish their articles in peer-reviewed journals.

- *Demystifies the academic publishing process:* This workbook is based on actual research about faculty productivity and peer review, students' writing triumphs and failures, as well as the author's experiences as a journal editor and award-winning author.
- *Proceeds step by manageable step:* Within the context of clear deadlines, the workbook provides the instruction, exercises, and structure needed to revise a classroom essay, conference paper, dissertation chapter, master's thesis, or unfinished draft into a journal article and send it to a suitable journal.
- *Targets the biggest writing challenges:* This workbook focuses squarely on the most difficult tasks facing scholarly writers, such as getting motivated, making an argument, and creating a logical whole.

Writing Your Journal Article in Twelve Weeks can be used individually or in groups, and is particularly appropriate for graduate student professional development courses, junior faculty orientation workshops, post-doc groups, and journal article writing courses.

From sagepub.com

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EVENT SPOTLIGHT

Assessing Student Learning in Online Courses

Wednesday, April 13th, 3:00-4:00 pm, LB 125

Moderator: Linda Taylor (Elementary Education)

Panelists: James Flowers (Technology), Kathryn Shafer (Mathematical Sciences), Susan Tancock (Elementary Education)

Are you teaching or developing an online course and want to be sure that you have explored all possible avenues for evaluating student work? A panel of faculty members from various departments across campus will share their strategies for assessing student learning in the online instructional environment.

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ITAS Colloquia Series

Innovation in Teaching, Assessment, & Scholarship is sponsoring a spring colloquia series highlighting the 2010 award winners for Excellence in Teaching and the Creative Teaching Grant. On the last Wednesday of each month, an award recipient will discuss his/her dream course or grant project. Registration is not required.

Nanomaterials: The Chemistry Perspective

Tykhon Zubkov (Chemistry) – Excellence in Teaching

Wednesday, April 27, 2011

3:00-4:00 pm

TC 412

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SERVICES SPOTLIGHT

Research Design Consultations

Our research design staff provides assistance to faculty, staff, and students on their funded and unfunded research projects as well as to graduate students on their master's theses, dissertations, or other academic research projects that require quantitative analysis.

Consultation is provided in the following areas:

- Research design
- Instrument/survey construction
- Techniques of data collection and entry
- Statistical analysis and interpretation

We can also assist with the design of surveys or questionnaires, such as those that will be placed in inQsit or are to be read by a scanner. For data begin gathered by other means, we can provide consultation for how to enter the data in a format that will permit statistical analysis.

Contact [James A. Jones](#) to arrange a research design consultation.

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IDEAS FROM INSTRUCTIONAL TECHNOLOGY

Ramp it Up! Updating your Presentations

Linda Putman

Learning Technologies Consultant

Innovation in Teaching, Assessment, & Scholarship

Out with the old and in with the new, as they say! Its spring and this is a great time to take a fresh look at your presentations. Use a few moments to step up the engagement level of your tried and true presentations with these techniques.



The number one method of revitalizing a **PowerPoint** presentation: add visuals to your slides. In fact, eliminate most text-laden slides and replace them with meaningful “rich imagery.” (Lane & Kosslyn, 2007). Get started with these ideas for presentation enrichment.

Take it Out

Text laden slides

Linear presentation

Bullet points

White, reflective backgrounds

Presenter oriented slides

Put it In

Rich imagery and media

Linked, flexible presentation

Charts, graphs, images

Rich, high contrast text and backgrounds

Audience directed learning opportunities

Or, try one of the next generation presentation tools, such as [Prezi](#) to incorporate visuals and media for a fresh, non-linear experience. (Kurkowski, 2010).

Whatever you do remember that presentation tools are exactly that: tools for you to use to support your teaching...**make them work for you and your students!** Find out how to utilize these tools by attending an Instructional Technology workshop!

Bibliography

Kurkowski, P. (2010). 7 Things You Should Know About Next-Generation Presentation Tools.

EDUCAUSE. Retrieved from <http://net.educause.edu/ir/library/pdf/ELI7056.pdf>

Lane, R., & Kosslyn, D. S. (2007). Show Me! What Brain Research Says About Visuals in PowerPoint. Microsoft Office. Retrieved from <http://office.microsoft.com/en-us/powerpoint-help/show-me-what-brain-research-says-about-visuals-in-powerpoint-HA010277194.aspx>

www.aspirecommunications.com

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UPCOMING EVENTS - April 2011

Monday, April 4

Blackboard: Designing an Effective Course Site	1:00-2:00 pm	TC 411
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Tuesday, April 5

Blackboard: Grade Center	11:00 am – 12:30 pm	TC 405
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Clicker Workshop – Question Writing for Student Response Systems	11:00 am – 12:00 pm	TC 412
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Wednesday, April 6

Case in Point: Safe Assign	3:00 – 4:00 pm	TC 412
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Blackboard: Q&A	4:00-5:00 pm	TC 413G
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Tuesday, April 12

Double Duty Assessment – Meeting Class Grading Goals and Programmatic Needs with a Single Learning Assessment	3:00 – 4:30 pm	TC 405
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Wednesday, April 13

Faculty Panel: Assessing Student Learning in Online Courses	3:00 – 4:00 pm	LB 125
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Blackboard: Q&A	4:00-5:00 pm	TC 413G
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Wednesday, April 20

Case in Point: Pronto	3:00 – 4:00 pm	TC 412
Blackboard: Q&A	4:00-5:00 pm	TC 413G

Friday, April 22

Navigating the Human Subjects Review Process	9:00 – 10:30 am	TC 411
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Wednesday, April 27

ITAS Colloquia Series – *Nanomaterials: The Chemistry Perspective*, T. Zubkov

	3:00-4:00 pm	TC 412
Blackboard: Q&A	4:00-5:00 pm	TC 413G

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Innovation in Teaching, Assessment, & Scholarship

Teachers College (TC), Room 402
Ball State University
Muncie IN 47306

Hours: Monday – Friday 8:00 am – 5:00 pm

Phone: 765-285-1763

Fax: 765-285-2669

E-mail: itas@bsu.edu

www.bsu.edu/itas